

# Lindfield Learning Village Behaviour Support and Management Plan

## Overview

At Lindfield Learning Village we recognise that effective teaching and learning is best achieved in a safe, secure and positive environment in which staff, students, parents and the wider community work together to improve outcomes for all. A strong, responsive student wellbeing program is in place and clear discipline policies ensure a safe, nurturing learning environment

Lindfield Learning Village is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are [Collaborative and Proactive Solutions](#) as well as the Lindfield Learning Village [Vision and Values](#) and [Learning Characteristics](#).

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

Our Vision and Values inform our actions and behaviours and create a learning environment of being well, willing, winning and within.

Lindfield Learning Village has the following school-wide expectations

– [Thriving at LLV](#) - students are supported to;

- Develop positive physical, emotional and mental wellbeing
- Experience success
- Engage in learning
- Develop a sense of belonging to the school community and culture

Lindfield Learning Village uses the following strategies and programs to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Pedagogy which builds high level student engagement is considered to be critical to student wellbeing at LLV. The model is proactive and stands on the foundation that good pedagogy produces positive student

behaviour and engagement. This includes the explicit teaching of rituals and routines to set daily expectations.

- [Learning check-in](#) conversations to develop a shared understanding of and investment in positive behaviour for learning.
- Every student has a dedicated Learning Guide. The Learning Guide is the key conduit between the child and home, they know and support the student to grow academically, personally and emotionally throughout their time at LLV.
- Our BEYOND signature program is designed to build meaningful connections with each other, our learning and the wider world. Wellbeing is at the forefront of the Beyond program.

[Supporting Learning and Wellbeing at LLV](#) with [comprehensive processes](#) to ensure all students have access to appropriate learning and wellbeing support.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2006-0316-01.pdf>

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Collaborative Proactive Solutions	A compassionate, productive approach to understanding and helping behaviourally challenged students by identifying and addressing the source of the behaviour issue.	Whole School
Prevention	Learning Characteristics	The five Learning Characteristics are embedded into every aspect of a student's learning experience. These characteristics are explicitly taught and assessed against a rubric.	Whole School
Prevention	Teaching expectations	All students are explicitly taught about the LLV behavioural expectations. Learning Guides work with their Beyond classes to build a positive school culture around the vision, values	ALL students


Care Continuum	Strategy or Program	Details	Audience
		and Learning Characteristics. ALL students	
Prevention	Learning Guide role	Every student at LLV is a member of a 'pod'. Each pod has a Learning Guide who is responsible for each student in the pod. The Learning Guide plays a critical role in the educational model and wellbeing framework of the school.	Whole School
Early intervention	LLV Tier 2 and 3	Teacher professional learning is provided regularly and responsively to enable the design of highly differentiated learning programs.	Whole School
Early Intervention	Tier 2 & 3 behaviour and support plans	The Learning and Support team support and upskill teachers to work with students in Tiers 2 and 3 through Behaviour Plans and goal setting using the Zones of Regulation. This is done in partnership with families.	LLV Tier 2 and 3 students and Learning Guides
Individual intervention	Learning and Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. This includes supporting Learning Guides to develop Personalised Learning and Support Plans as appropriate, risk assessments and the allocation of School Learning Support Officers.	Students with identified learning support need
Targeted intervention	Raise Mentoring	Mentoring support program for identified students to assist with specific wellbeing challenges	Stage 4 & 5 students
Targeted Intervention	TCP Team	The Taking Care of People (TCP) team work in partnership with the LaST to build targeted intervention for groups of students whose needs require an extra level of intervention.	Whole School
Individual intervention	Student Support on a Page	Allows staff to understand the level of intervention and support for students with unproductive patterns of behaviour or students at risk of suspension.	Head Teacher Wellbeing, TCP team & Senior Executive team

## Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Individual reflection as part of daily practice</b>	Daily	Learning Guides	Student Journals
<b>Student Voice and Choice Class Meetings (Primary)</b>	Daily	Learning Guides	In programs
<b>Collaborative and Proactive solutions process implemented</b>	As needed when a pattern of behaviour is noticed	Classroom teacher	Sentral
<b>Restorative Relationship Conversations</b>	As needed in response to relationship break down between students	Learning Guide, AP, DP or Principal	Sentral
<b>Taking Care of People team or AP Wellbeing Primary support for specific cases</b>	When teacher interventions have not succeeded in changing behaviour	HT Wellbeing AP Wellbeing	Sentral
<b>LaST support</b>	When specific learning needs have been identified or diagnosed	LaST	Sentral
<b>Wellbeing team support including School Psychologist and SSO</b>	When problematic behaviour becomes a repeated pattern	HT Wellbeing AP Wellbeing	Sentral
<b>Senior Executive case management</b>	When student is at risk of suspension	Senior Executive	Sentral

## Partnership with parents/carers

Lindfield Learning Village will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through parent consultation, focus groups, parent surveys and Friends of the Village meetings.



Lindfield Learning Village will communicate these expectations to parents/carers through Sentral, Canvas and other communication systems as well as Learning Guide contact, student-led conferences and the Lindfield Learning Village live and continuous reporting system.

Lindfield Learning Village partners with our parent community under the [Community Charter](#).

### **School Anti-bullying Plan**

See the Lindfield Learning Village [Anti-bullying plan](#) for information on how the school proactively prevents and responds to instances of bullying.

For further information on the Department of Education Policy, please refer to the [Bullying of Students – Prevention and Response Policy](#)

### **Reviewing dates**

Last review date: Plan established Term 4, 2022

Next review date: Day 1, Term 4, 2023